

# DCP 4930/ EUS 4930: Economics of Sustainability in the Built Environment

**Spring 2023 | 3 Credits** [Sustainable Development, Finance, and Ethical Practice]

**Instructor:** **Azza Kamal, PhD, LEED AP ND** | Program in Sustainability & the Built Environment (SBE), and Department of Urban and Regional Planning College of Design, Construction and Planning (DCP) | University of Florida.

**Instructor's Office:** ARCH 132 | [UF Building #0268](#)  
**Instructor's Contacts & Office Hours:** **Preferred: Canvas email**  
**Alternative:** O: (352) 294-1425 | [azzakamal@ufl.edu](mailto:azzakamal@ufl.edu) (Alternative)  
 M (2:00-3:00 PM) and W (3:00-4:00 PM) | or by appointment

**Course Time & Location:** M (12:50 – 1:40 pm) | W (12:50 – 2:45 pm) | AND 021 | [UF Building #0007](#)

**Co/Prerequisite:** None

**General Education Credit:** None

**Final Exam Schedule:** No final exam for this course. Final project is due on **Wednesday, April 26.**

**IT IS IMPORTANT TO READ THIS ENTIRE SYLLABUS ON YOUR FIRST DAY OF CLASS**

## SPECIAL TOPICS' CATALOG DESCRIPTION

A survey of the economic, social and environmental impacts of a modern lifestyle. Students will find that new ways to address these issues are profitable, growing future opportunities that business organizations are capitalizing on worldwide.

## COURSE DESCRIPTION

This course will present concepts, theories, and empirical findings critical for analyzing the economics of sustainability, and ethical practices of managing organizations, communities, cities, and development projects in a way that ensures our planet is maintained. The course examines sustainability from the perspective of corporates including real estate and discussed their ethical practices and commitment to the built environment through equity, social responsibility, and environmental justice.

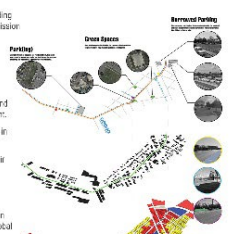
The course offers interaction with key representatives from agencies and government entities in the US and globally, and engagement in an analytical hands-on project to measuring and report sustainability performance and its Environmental, Social, and Governance (ESG) framework using standardized global ethical and environment reporting tools.

<b>DCP 4930/ EUS 4930</b>	<b>Spring, 2023</b>
<b>Special Topics: Economics of Sustainability in the Built Environment</b>	
M: 12:50 - 1:40 PM & W: 12:50 - 2:45 PM [Building: AND 0021]	
<i>*Prerequisites: Instructor permission: an approved "Ethics" Course for SBE major and approved European Studies course.</i>	
<b>Instructor:</b> <b>Dr. Azza Kamal, LEED AP ND</b>	

**A Global Learning Experience:** Students will attend a free, three-day (virtual) International Symposium on Sustainable Urban Development and Real Estate Finance, synchronous with German Students at Technical University-Berlin.

**LEARNING OUTCOMES**

- ▶ Conduct research on best practices of sustainable, low-carbon communities including **Kronsberg** (Hannover) and **Vauban** (Friedburg) to understand the European Commission regulators and financing in the US cities with a focus on **Berlin** and **Hannover**, **Friedburg**, **Orlando**, and **Miami**.
- ▶ Engage in local and global discourse with **professionals and academics in Germany and USA** on equity and ethics with a focus on subsidized development and their sustainability scoring.
- ▶ Analyze cross-cultural regulations, ethics and commitment to broader community and environments, **State and Cooperative (ESG) framework of sustainable development.**
- ▶ Research the management of real estate and financing of affordable neighborhoods in Germany and USA.
- ▶ Understand **Corporates' Social Responsibility (CSR)** and its analytical models and their ethical consideration and applications in real estate sector.
- ▶ Integrate sustainable development metrics, global **ISO standards**, and the **UN Sustainable Development Goals** to evaluate sustainability projects.
- ▶ Advance your hands-on experience on **sustainability indicators**, reporting, ethics in sustainability practices, and benchmarking by walking on a host-project to apply global



**SUSTAINABLE URBAN DEVELOPMENT**



For more information, contact the Instructor: [azzakamal@ufl.edu](mailto:azzakamal@ufl.edu); Office: ARCH #132

## COURSE OVERVIEW AND OBJECTIVES

The goal of the course is to increase students' capacity to work through sustainability problems and crises and ground solutions in economic thinking that supports improved capacity of an organization or geography. Students will be asked to demonstrate ways to think practically and strategically about that clearly demonstrates how to use a sustainability framework in tandem with an economic way of thinking in resolving sustainability problems.

- 1) Illustrate the sustainability challenge and imperative within an economic, equity and resource systems.
- 2) Distinguish the related analytical and paradigmatic weaknesses of conventional sustainability business and real estate development practice
- 3) Summarize the policy and economic implications of corporates and development ethical practices to satisfy the needs of interdependent economic, social, and ecological relationships.
- 4) Describe the analytical and policy implications raised by ethical sustainability practices towards economic growth, consumption, technology, and valuing nature.
- 5) Apply ecological economic and sustainability concepts to a selected issue or topic, through a structured problem-solving and analytical process, and communicate the results in a written form.
- 6) Understand the relationship between economic efficiency, equity, ethics, and sustainability.
- 7) The calculation of various sustainability metrics using standardized indicators in Europe and the US.
- 8) Exposure to management strategies and programs of a selected business sector that integrate ethical obligations in the sustainability practice model.
- 9) Apply marketing, corporate social responsibility (CSR), accountability, and transparency in sustainability reporting and management systems in a hands-on project.

## STUDENT LEARNING OUTCOMES (SLO)

Upon completion of this course, the students will be able to:

### Academic enhancement

- Understand that complex problems have multiple dimensions that vary by region and cannot be solved with the knowledge accumulated in only one discipline.
- Work effectively in teams and learn from other students with backgrounds in various disciplines.
- Work with data, identify problems, and try to quantify issues within European and US context.
- Connect the economy and society with the environment by examining a complex, local issue as well as national and cross-cultural legislations and their Environmental, Social and Governance (ESG) frameworks.

### Civic learning

- Engage in the affairs of our local and global business community, especially as they relate to its long-term sustainability, prosperity, and ethical practice.
- Work collaboratively across and within communities to achieve generation and dissemination of knowledge that will be beneficial locally, at the state, national, and global levels.

## WRITING REQUIREMENT

This course confers **2000 words** toward the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and earn a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a **minimum grade of C** in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

### Writing Evaluation

This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words. The instructor will evaluate and provide feedback on the student’s written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus page 14). More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

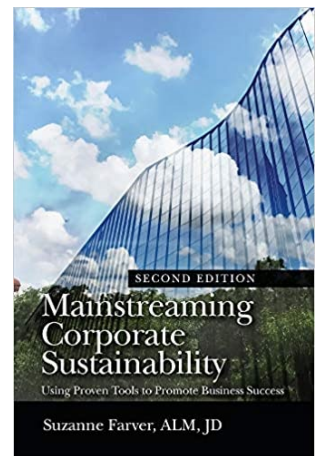
### REQUIRED TEXT/READING

Farver, S. (2019). *Mainstreaming Corporate Sustainability: Using Proven Tools to Promote Business Success*. Cotati, CA: Greenfix, LLC.

#### Recommended Reading:

Fraker, H. (2013), *The Hidden Potential of Sustainable Neighborhoods: Lessons from Low-Carbon Communities*. [available on this course Canvas page]

- In addition to the required textbook and recommended reading, other readings including book chapters, reports, and articles from academic journals and industry magazines will be assigned throughout the semester. Students are expected to complete readings as advance preparation for class discussions and project goals.



### ADDITIONAL EXPENSES

Not applicable. However, students are expected to procure and use their own mobile file storage and transfer device (e.g., USB thumb drive) or web-based service to present and share information in class.

### INSTRUCTIONAL METHODS AND EXPECTATIONS

This course includes lectures, readings and reflections, multi-media materials, in-class engagement activities (individuals and groups), research/writing, a group semester project, and interaction with local and appointed officials. The course may periodically include guest lecturers and short site visits (outside class time). Students are encouraged to take content and contextual notes about lectures by guest speakers, and videos, as these materials may also be referenced on course assignments and projects. The following is a summary of expectations:

- Student expectations of instructor: enthusiasm for the course; engaging lectures; application of knowledge through classroom activities and fieldwork; easy to access course materials; clear guidance and assessment rubric; openness and encouragement of critical thoughts and new ideas; constructive feedback, and reasonable flexibility to meet with students outside of class.
- Instructor expectations of students: compassionate curiosity; positive attention and intention; enthusiasm about learning new ideas and contribution to the learning environment, consistent attendance; punctual arrival; active participation in class discussions and activities; advance-reading and note preparation of assigned reading; on-time completion/submission of all assignments; proper citation management; professional attitude, adherence to proper netiquette and all University rules and regulations.

### COURSE COMMUNICATIONS AND E-LEARNING/ CANVAS PORTAL

This class will be delivered through in-person instructions. The instructor will utilize the [UF Canvas e-Learning](#) portal as the primary medium to send announcements and to distribute course information, assignments, readings materials, resources, and grading. Students are responsible for checking Canvas portal regularly for announcements, course content, access to all supplemental readings, and to submit assignments and projects. Readings and changes to the syllabus will also be posted on Canvas.

Lecture slides will be posted on Canvas in advance of each scheduled lecture. Reviewing materials online is never a substitute for class attendance. Lectures posted on Canvas by instructor are not intended to be a complete study aid and should be viewed as supplementary to personal notes.

- **Canvas email is my preferred method of communication.** I will answer your email as quickly as possible but please allow up to 24 hours for a reply. Proper email etiquette is expected. It is your responsibility to ensure that you either login to Canvas to retrieve instructor’s emails or have them set to be forwarded to your university’s email account. To login to Canvas, provide your GatorLink username and password. If you are new to Canvas or have any problems with it, **please contact the Help Desk at 392-HELP.**
- It is your responsibility to submit assignments on time through Canvas. If you are having problems uploading your assignment to Canvas, you must immediately contact the Help Desk [392-HELP (4357) or helpdesk@ufl.edu] to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.

## WEEKLY PLAN

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Lecture		Engagement: discussion, applied and hands-on learning, guest speakers, etc.		<b>Submit Quiz</b> (by 11:59 PM)		<b>Submit Discussion</b> (by 11:59 PM) and work on Final Project

## ASSIGNMENTS AND GRADING

The University standard is for students to expect to study approximately 3 hours for each course credit hour. For example, DCP 4930 is a 3-credit course. Thus, you should expect to work up to 9 hours per week outside of class. All grades will be posted in the Canvas gradebook. Any discrepancies with points displayed in the gradebook should be addressed directly to the instructor. Course grades will neither be curved, nor rounded up. *Any requests for extra credit (beyond that given in class) or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

### Assignments Points and Weights

Assignment*	Points	Percent
Attendance and Punctuality	100	10%
Reading and in-class activities	100	10%
Symposium Summary Paper [Pairs]	50	5%
Quizzes (8 X 25)	200	20%
Reflections (8 X 25)	200	20%
Term Project [Group]	350	35%
<b>Total</b>	<b>1000</b>	<b>100%</b>

*\*Extra credit: (20 points or 2%) available for Submission of A Summary Report*

### Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

Final student grades will follow University of Florida grades and grading policies.

- Undergraduate Students [grading policy](#)



## CLASS POLICY AND EXPECTATIONS

### Attendance Policy

You are expected to be an active participant in the class. Attendance is mandatory and participation is graded based on each class period (i.e., missing a multi-period day of class will count as multiple absences in accordance with the number of periods). **Students may miss up to 4 periods (not 4 classes) without penalty. Students with 5 to 6 periods of unexcused absence will result in a 10% grade reduction (one letter grade) from the total semester grade. 7 or more periods of unexcused absences will result in failing this course.**

According to University policy, absences may be excused due to illness, religious holiday, emergency, death in the family, or participation in official University-sponsored athletic events or scholarly activities. Please inform the instructor of any anticipated absences as early as possible and be prepared to provide appropriate documentation. You are responsible for contacting a classmate to obtain notes on the materials covered.

Requirements for class attendance and **make-up exams, assignments, and other work** in this course are consistent with University policies as found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

If you encounter an emergency or illness that requires an extended absence, you may wish to **contact the Dean of Students Office** (202 Peabody Hall, 392- 1261) for assistance.

Failure to attend class regularly, consistent tardiness, and/or early departure will result in a significant negative impact on your attendance and class participation grades. Missing a substantive portion of a class, whether you arrive late or leave early without prior approval, will also be considered an unexcused absence. This means the following:

- Come to class on time and complete weekly readings and assignments prior to class discussions.
- Submit your work on time.
- Participate in class and be an active listener (i.e., listen, respond, ask questions, and make comments).

### Class Participation

Your engagement in, and contribution to and leading, class discussions is essential to the success of this course as both instructors and students benefit from learning from new perspectives. As such, you are expected to be well prepared for each class by keeping up with scheduled readings, completing assignments, and creatively contributing information and commentaries.

Critical thinking and problem solving require robust, informed conversation. If an interesting issue in sustainability and the built environment is receiving considerable attention in the audio or visual media, it may be discussed in class. Similarly, if there are issues, ideas, or readings that you want included in this course, please let the instructor know. This is your course, and together we will make every reasonable attempt to accommodate new ideas. Thus, you should plan to invest some of your time into finding material and leading discussions on those new ideas. You are expected to participate via active listening and thoughtful discourse. The following rubric will be employed to assign class participation points:

Qualities	Preferred (4 pts)	Acceptable (3 pts)	Passing (1 pts)	Unacceptable (0 pts)
<b>Punctuality</b>	Arrives on time	Arrives less than 5 minutes late	Arrives 5-10 minutes late	Absent, or arrives more than 10 minutes late (w/o explanation)
<b>Commentary</b>	Comments are relevant and reflect understanding and good preparation	Comments are mostly relevant, but understanding may be slightly lacking	Comments are minimal and demonstrate poor preparation	No comments are made or disruption to others.
<b>Demeanor</b>	Clear enthusiasm	Not overly enthusiastic, but positive	Partially engaged, but not enthusiastic or positive	Disengaged, texting, online, et.

### Personal Conduct Policies

Treat this course as you would a new job. Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect, honesty, professionalism, and politeness. Please be on time and prepared to share your informed questions, impressions, and interpretations of the current week's materials. Tardiness is unacceptable and rude to both the instructor and your fellow classmates. If you need to leave class early, please let the instructor know ahead of time and sit nearer to the door so as not to disrupt class. A break will be provided approximately every 60 minutes for any multi-hour block. Students engaging in disruptive behavior will be asked to leave the class and will be marked absent for the day.

### Netiquette – Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Please refer to: <http://biostat.ufl.edu/resources/e-learning-resources/e-learning-basics/etiquette-online/>

### Cell Phones

Cell phones and other electronic devices must be set to silent or vibrate mode during class. Cell phones must be put away during class time. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day.

### Tablets & Laptops

You may use tablets or laptops to take notes, access course materials, and/or complete in-class assignments. If you are observed using your electronic device for social media, email, messaging, and/or other non-class uses, you will be asked to leave and marked absent for the day.

### Make-Up Policies

There is no make-up policy for exams, quizzes, and in-class activities missed due to unexcused absences. If you are sick or have an emergency that prevents you from taking an exam at the scheduled time, it is your responsibility to contact the instructor as soon as possible. Documentation of the illness, emergency, or religious holiday date will be required. If you need to schedule a make-up exam, please email the instructor with a detailed explanation, and attach documentation. Make-up exams will be given at the instructor's discretion. Scheduling make-up exams is the responsibility of the student and should be done before the scheduled exam time.

If you have a serious emergency or life event, **please contact the Dean of Students Office** ([www.dso.ufl.edu](http://www.dso.ufl.edu)), and they will contact all of your instructors so that you do not have to provide documentation of the emergency/death in order to make-up exams and coursework. You and your instructor may work together to create a schedule for make-up coursework upon your return. See other sections of **Class Policy and Expectations** for more information.

### Assignments and Submission Policy

Assignments will be opened on Canvas in advance of their due dates and must be submitted by their posted deadlines. It is your responsibility to ensure that each assignment has been successfully uploaded to Canvas for instructor grading. If you anticipate being unable to submit an assignment on time for an excusable reason, you must submit the assignment early or notify the instructor as early as possible. Extensions are not granted lightly and must be arranged in advance. **Otherwise, late work will be marked down by 10% for each day it is late. No work will be accepted after one week** without a pre-approved excuse. The following is a summary of the expected coursework. Detailed guidance and assessment rubric for each will be available on Canvas throughout the semester:

#### Reading and in-class activities (Individual): 10% of Semester Grade

There are weekly in-class discussion and group activities, individual reflections on the reading and other material discussed in class. Students are expected to come to class prepared, completed assigned reading and research, and have their summary notes to share with the rest of class. They are also expected to be fully engaged, and respectful for their peers' discussion points. Evaluation will be based on engagement, positive demeanor, respectful and constructive feedback, working collaboratively with a group, quality, insight, accuracy, and quality of work produced in class.

#### Symposium Summary Paper (Pairs): 5% of Semester Grade

In the first week of the semester, students in this class are required to attend the **Symposium on Sustainable Urban Development and Real Estate Economics** [virtually on Zoom]. Symposium sessions that do not overlap with class meeting periods will be recorded and students must watch them to work on the Symposium Paper, which is a required submission. Students will work with a teammate (selected by the course instructor) to prepare a symposium summary (guidelines are available on the assignment page). The Zoom Link to attend or watch recorded sessions will be accessible on Canvas.

#### Quizzes (Individual): 20% of Semester Grade

Eight (8) quizzes are required to test your understanding of the principles, scopes, and areas of sustainability practice. Each quiz is worth 25 points with a total of 200 points (20%) of the total semester grade for all the quizzes. Quizzes are not summative, rather focusses on the contents covered in the weeks preceding the quiz only. You have two attempts to re-take the first quiz, and all other quizzes can only be accessed one time. All quizzes are timed to 30 minutes.

#### Reflections in Discussion Forums (Individual): 20% of Semester Grade

There are eight (8) discussion forums on Canvas for reflections and discussion contributions that are expected to be succinct and relevant to the topic with examples, whenever possible. You can earn up to 25 points for each reflection (a total of 200 points, or 20% of total semester grade) for all contributions. Forums are intended to initiate student engagement with other classmates to emulate in-person class discussion. Engagement includes, liking and commenting on other student contributions and provide professional and respectful viewpoints. Students will be evaluated on the quality, insight, accuracy, and supportive evidence to their contributions as relevant to each module.

### Final Project/ Report (Group): 35% of Semester Grade

The Term project is a significant checkpoint in the course. It is an opportunity for the student to demonstrate they have a firm grasp of the foundations and scope of the economic values of environmental and social sustainability. The overall theme of the project is to analyze and evaluate a department, organization, or government entity's approach for integrating sustainability in its operation and management models and products/performance. The project final report and deliverables will include literature review, analytical views including reporting indicators and metrics shown in charts and graphics, and other supporting media (leaflet, or marketing material, etc.) and a comprehensive list of bibliography. Project guidelines, expectations, and evaluation rubric will be available on Canvas, under Term Project Module. Students will work in groups of 3-4 students each and will discuss and submit their ideas and a draft for instructor and a peer-review form, in addition to the final cumulative report. The total grades for this project, including all review phases, is 350 points (35% of the total semester grade).

## UNIVERSITY POLICIES

### Student Responsibilities

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following responsibilities as delineated at <https://catalog.ufl.edu/UGRD/student-responsibilities/>.

- Academic Honesty
  - Preamble
  - The Honor Pledge
  - Student Responsibility
  - Faculty Responsibility
  - Administration Responsibility
- Student Conduct Code
- Alcohol and Drugs
  - What the University Community Can Do to Prevent Alcohol Abuse and Drug Abuse
- Relations Between People and Groups
- Service to Others
- Standard of Ethical Conduct

### Software Use

All faculty, staff and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. As such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC). The DRC coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues.

Upon registering, the DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation **prior to submitting assignments or taking quizzes or exams**. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. The DRC may be contacted by visiting 001 Reid Hall, calling 352-392-8565, or viewing [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/).

### Religious Observances

Please inform the instructor of any religious holidays or other days of special religious significance that may interfere with your participation in this class so that appropriate accommodations can be made.

### Sexual Harassment

Sexual harassment is reprehensible and will not be tolerated by the University. It subverts our academic mission and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between, nor among, members of this community that creates an unacceptable working environment.

### Special Consideration

The principle of equal treatment of all students is a fundamental guide in responding to requests for special consideration. No student shall be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability or the completion of work missed due to religious observance, verified illness, or absence due to circumstances beyond your control. Reconsideration of subjective judgments of an individual student's work will be done only if all students in the class can be and are given the same consideration.

### Campus Accessibility Considerations

When driving onto campus, be aware of parking decal restrictions and visit <http://www.parking.ufl.edu/>. When riding transit or using other available commuting methods, visit <http://parking.ufl.edu/transit-commuting/>.

## HELPFUL CAMPUS RESOURCES

### Academic and Professional

- *E-Learning Technical Support*, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://elearning.ufl.edu/student-help-faqs/>
- *Library Support*. Provides various ways to receive assistance with respect to using the libraries or finding resources. <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- *Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- *UF Information Technology | Computing Help Desk*, 352-392-HELP (4357) or e-mail to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) <http://helpdesk.ufl.edu/>
- *Career Connections Center*, Reitz Union, 352-392-1601. Career assistance and counseling. <https://career.ufl.edu/>

### Health and Safety

- *Dean of Students Office*, 202 Peabody Hall, 352-392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises). <https://www.dso.ufl.edu/care>
- *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 352-392-1161. Sexual assault counseling.
- *Student Health Care Center*. Call 352-392-1161 for 24/7 health care information. <https://shcc.ufl.edu/>
- *UF Health Shands Emergency Room / Trauma Center*, 1515 SW Archer Road, Gainesville, FL 32608, 352-733-0111. For immediate medical care call or go to the emergency room. <https://ufhealth.org/emergency-room-trauma-center>
- *U Matter, We Care, U Matter*, multiple locations, 352-392-1575. If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or visit the website to refer or report a concern and a team member will reach out to the student in distress. <https://umatter.ufl.edu/>
- *University Counseling Center & Wellness Center*, 3190 Radio Rd., 392-1575. Personal and career counseling, as well as therapy for anxiety, stress, and mental health issues. <http://www.counseling.ufl.edu/cwc/>
- *University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>



## DCP 4930/ EUS 4930 COURSE MODULES AND TOPICS\*

Detailed weekly plan, readings, quizzes, and course content will be available on Canvas throughout the semester and will be announced in class.

Week	Date	Module	Details	Submission	
1	M: 1/09 W: 1/11	Module (1) Introduction to Corporate Sustainability	<b>Welcome to the course:</b> Introduction to Corporate Sustainability (online) <b>Attendance [REQUIRED]: Symposium on Sustainable Urban Development and Real Estate Economics [Virtual on Zoom]</b>	<a href="#">On Canvas</a> Symposium Summary Paper [Pairs] (Sunday, 11:59 PM)	
2	M: 1/16 W: 1/18		<b>MARTIN LUTHER KING, JR. DAY (NO CLASSES)</b>		
			<b>Lecture: The Business Case for Sustainability</b> <b>Reading:</b> Farver (Chapter 1, Chapter 2, chapter 3, and Appendix 1.3) <b>Reading:</b> Haigh and Hoffman (2012) and Blackburn, Chapter 3	<a href="#">On Canvas</a> Quiz 1 (Friday, 11:59 PM) Reflection 1 (Sunday, 11:59 PM)	
3	M: 1/23 W: 1/25		<b>Lecture: Estimating Sustainability Footprint</b> <b>Reading:</b> Mapping for A Sustainable World Alachua County Report	<a href="#">On Canvas</a> Quiz 2 (Friday, 11:59 PM) Reflection 2 (Sunday, 11:59 PM)	
4	M: 1/30 W: 2/01		<b>Module (2)</b> Sustainability Strategy	<b>Lecture: Sustainability strategy, ethics, and operationalization</b> <b>Reading:</b> Farver (Chapter 5); additional article on Masdar City <b>INTRODUCTION TO SEMESTER PROJECT</b>	<a href="#">Due on Canvas</a> Quiz 3 (Friday, 11:59 PM) Reflection 3 (Sunday, 11:59 PM)
5	M: 2/06 W: 2/08		Module (3) Indicators and Measurements	<b>Lecture: Indicators and Measurements</b> [standard CSR and ISO measures] <b>Reading:</b> Global Guides and Standards [standard CSR, Carroll's Pyramid of CSR, and ISO 2600]	<a href="#">On Canvas</a> Quiz 4 (Friday, 11:59 PM) Reflection 4 (Sunday, 11:59 PM)
6	M: 2/13 W: 2/15			<b>Lecture: Genuine, Lagging and Leading Indicators</b> <b>Reading:</b> Farver (Chapter 8); Blackburn (Chapter 7 and 9); Schwarz, et al., (Use sustainability metrics to guide decision-making).	<a href="#">On Canvas [Groups]</a> Term Project, scope, and the business case (Sunday, 11:59 PM)
7	M: 2/20 W: 2/22			<b>Module (4)</b> Performance Tracking	<b>Lecture: Tracking Sustainable Management</b> <b>Semester Project: Problem Statement</b> <b>Reading:</b> Farver, Chapter 6 and 7 <b>ATTEND GBLC EVENT (4:30 – 6:30 PM): REQUIRED FOR SBE SECTION ONLY</b>
8	M: 2/27 W: 3/01			<b>Lecture: Social Entrepreneurship and ethical practice</b> <b>Reading:</b> Nidumolu, R. et al (2009) <b>Reading:</b> UN SDG; GRI; ISO 14001.	<a href="#">On Canvas</a> Quiz 5 (Friday, 11:59 PM) Reflection 5 (Sunday, 11:59 PM)
9	M: 3/06 W: 3/08	Module (5) Reporting and Sharing	<b>Lecture: Sustainability Reporting in the US and Europe</b> <b>Lecture: Sustainability Reporting</b> <b>Reading:</b> Farver (Chapter 14); Blackburn (Chapter 9 and 10) <b>Reading:</b> Assefa, S. et al. (2022), Sustainability Performance of Green Building Rating Systems (GBRSs) in an Integration Model	<a href="#">On Canvas</a> Quiz 6 (Friday, 11:59 PM) Reflection 6 (Sunday, 11:59 PM) <a href="#">On Canvas [Groups]</a> Term Project (Strategy, Structure, and Practice). (Sunday, 11:59 PM)	

10	M: 3/13 W: 3/15	<b>SPRING BREAK (NO CLASSES)</b>		
11	M: 3/20 W: 3/22	<b>Module (6)</b> Finance and Management	<p><b>Lecture: Sustainable Finance and Management</b> (A global perspective)</p> <p><b>Lecture: Public-Private Partnerships</b></p> <p><b>Reading:</b> Farver (Chapter 11 &amp; 13)</p> <p><b>Reading:</b> Hansen and Schaltegger (2016); PPP Reference Guide (2017)</p>	<p><a href="#">On Canvas [Groups]</a> Term Project (Standardized Reporting Metrics). (Sunday, 11:59 PM)</p>
12	M: 3:/27 W: 3/29	<b>Module (7)</b> Sustainability Practice	<p><b>Lecture: Sustainable Practice I</b> (and ethical obligation to the community) Mueller Development: (LEED for Neighborhood Development Rating)</p> <p><b>Reading:</b> Mueller Development Covenant</p> <p><b>Reading:</b> City of Austin Climate Protection Resolution (2012)</p> <p><b>Reading:</b> Mueller Green Resources Guide.</p>	<p><a href="#">On Canvas</a> Quiz 7 (Friday, 11:59 PM) Reflection 7 (Sunday, 11:59 PM)</p>
13	M: 4/03 W: 4/05		<p><b>Lecture: Sustainable Practice II</b> (and ethical obligation to the community) [Kronsberg District of EXPO 2000, Hannover, Germany]</p> <p><b>Discussion:</b> Kronsberg’s Environmental and Social Sustainability</p> <p><b>Reading:</b> Blackburn (Chapter 12)</p> <p><b>Reading:</b> Fraker, H. (2013), Ch # 4. Kronsberg, Hannover, Germany, and Report on the implementation of the 2030 Agenda for sustainable development</p>	<p><a href="#">On Canvas</a> Quiz 8 (Friday, 11:59 PM) Reflection 8 (Sunday, 11:59 PM)</p>
14	M: 4/10 W: 4/12	<b>Module (8)</b> Sustainability Challenges	<p><b>Lecture: Sustainable Practice III</b> (and ethical obligation to the community) [Vauban, Freiburg, Germany]</p> <p><b>Discussion: Sustainability Challenges</b></p> <p><b>Reading:</b> Blackburn (Chapter 13)</p> <p><b>Reading:</b> Fraker, H. (2013), Chapter 5. Vauban, Freiburg, Germany</p>	<p><a href="#">On Canvas [Groups]</a> Term Project (Outline, and summary of case study analytical approach)</p>
15	M: 4/17 W: 4/19	<b>Module (9)</b> Term Project	<p>Project Review: Global Metrics and Indicators used in the project (groups)</p> <p>Group meetings with instructor (discuss final project progress)</p>	<p>Groups meet with instructor and finalize their Term Project</p>
16	M: 4/24 W: 4/26		<p>Work on Final Project: Discuss European and US context (groups)</p> <p><b>TERM PROJECT FINAL PRESENTATION: 4/26 (ALL GROUPS)</b></p> <p><a href="#">On Canvas</a></p> <ul style="list-style-type: none"> <li>▪ Final Cumulative Report (PDF) and Presentation Slides (PDF): Sunday, April 26 (before midnight) on Canvas Term</li> <li>▪ Peer-review Form (excel): Sunday, April 26</li> </ul>	

*\*Disclaimer: This schedule represents the basic and prospective plans and objectives for this course. As we go through the semester, those plans may need to change. Such changes, communicated clearly, are not unusual and should be expected.*

Reading Days: Thursday and Friday, **April 27 and 28.**